

9-12

Recreational Sports and
Activities
Curriculum Framework

Revised 2011

Course Title: Recreational Sports and Activities
 Course/Unit Credit: 0.5
 Course Number: 485020
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9 -12
 Prerequisite: Physical Education and Leisure or Personal Fitness for Life

Recreational Sports and Activities

Recreational Sports and Activities is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities. This course encompasses the Recreational Sports and Activities Content Standards defined by the Arkansas Physical Education and Health Curriculum Framework.

Strand	Content Standard
Movement Concepts	1. Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.
Concepts of Recreational Sports and Activities	2. Students shall comprehend the rules and strategies associated with a variety of recreational sports and activities.
Personal and Social Behavior	3. Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.

*Each grade level continues to address earlier Student Learner Expectations as needed.

**Italicized words are found in the glossary.

Strand: Movement Concepts

Standard 1: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

MC.1.RSA.1	Identify and apply proper techniques associated with participation in a variety of activities (e.g., weightlifting, stretching, running, breathing)
MC.1.RSA.2	Participate in a variety of activities that promote fitness (e.g., <i>traditional activities</i> , <i>adventure activities</i> , competitive activities, recreational activities)
MC.1.RSA.3	Apply knowledge and skills in a variety of recreational activities (e.g., badminton, volleyball, racquet ball, kick ball, tennis, gymnastics, <i>aerobics</i> , soccer)
MC.1.RSA.4	Participate in a variety of <i>traditional</i> and <i>adventure activities</i> using strategies, tactics, and fundamental movement patterns to perform complex skills (e.g., dance, team and individual sports, <i>aerobics</i> , <i>strength training</i> , casting a fishing rod, canoeing, hiking, cycling)
MC.1.RSA.5	Demonstrate physical ability in a self-assessment of skills: <ul style="list-style-type: none"> • <i>agility</i> • <i>balance</i> • <i>coordination</i> • <i>power</i> • <i>reaction time</i> • <i>speed</i>
MC.1.RSA.6	Engage in a variety of activities that promote improvement in each skill-related component of fitness

Strand: Concepts of Recreational Sports and Activities

Standard 2: Students shall comprehend the rules and strategies associated with a variety of recreational sports and activities.

CRSA.2.RSA.1	Understand rules, skill techniques, and basic strategies associated with a variety of recreational sports and activities
CRSA.2.RSA.2	Summarize the history, rules, terminology, scoring, and etiquette in a variety of recreational sports and activities
CRSA.2.RSA.3	Demonstrate proper rules and procedures while engaging in a variety of recreational sports and activities
CRSA.2.RSA.4	Improve or maintain <i>physical fitness</i> by adjusting <i>physical activity</i> levels according to the principles of exercise: <ul style="list-style-type: none">• <i>overload</i>• <i>progression</i>• <i>specificity</i>

Strand: Personal and Social Behavior

Standard 3: Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.

PSB.3.RSA.1	Demonstrate ability to act responsibly and independently in physical activity settings (e.g., accept constructive feedback, displays courtesy to others, work independently, follow proper procedures, demonstrate fair play)
PSB.3.RSA.2	Apply appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, proper attire, wear helmet, wear mouth piece, wear life vest, hunter and boating safety education course)
PSB.3.RSA.3	Model positive social behaviors associated with physical activity (e.g., peer interaction, teamwork, sportsmanship)
PSB.3.RSA.4	Identify ways to modify activities in order to include persons with diverse abilities (e.g., equipment, rules)
PSB.3.RSA.5	Recognize the impact of <i>peer pressure</i> on physical activity, participation, and performance

Recreational Sports and Activities Glossary

Adventure activities	Non-traditional activities involving nature and environment such as hiking, camping, fishing, and others
Aerobic	A steady activity in which the heart can supply all the oxygen the muscles need
Agility	The ability to change direction quickly while the body is in motion
Balance	The ability to keep an upright posture while standing still or moving
Coordination	The ability to use senses together with body parts, or use two or more body parts together (e.g., hand-eye, hand-foot)
Overload	Doing more physical activity than one usually does to improve fitness
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Physical fitness	The ability to perform physical activities and meet the demands of daily living while being energetic and alert
Power	The ability to use strength quickly
Progression	Gradually increasing the amount and intensity of physical activity to improve fitness
Reaction time	The amount of time it takes a person to move once he or she realizes the need to move
Specificity	Performing certain types of exercises to improve the specific parts of fitness (muscle strength, cardio endurance, muscle endurance, flexibility) or muscles (legs, abs, back, arms)
Speed	The ability to perform a movement or cover a distance in a short time
Strength training	Use of resistance to muscular contraction to build strength
Traditional activities	Long-established conventional forms of activity (e.g., walking, running, bicycling, aerobics)

Appendix

Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers, low achievers, and those in the middle, who comprise the majority. Effective instructional strategies take into account the diverse needs of very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students come to physical education with motor or perceptual deficits, while others have more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should encourage students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are disabled.

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 of the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), Americans with Disabilities Act of 1990 (Public Law 101-336), Amendments of 2008 (Public Law 110-325), and Individuals with Disabilities Act (IDEA 2004, Public Law 108-466), such children may not be discriminated against by school personnel. Per IDEA 2004, "each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless (1) child is enrolled full-time in a separate facility, (2) child needs specially designed physical education as prescribed in the child's Individual Education Plan (IEP)." Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, adapted physical education, direct services, collaboration, and consultation.

In some instances an IEP team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

Ways to modify assessment

- Base evaluation on the student's potential and on pre-test and post-test comparison rather than on standardized scores
- Base measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Apply decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to the student's physical status
- Provide specific devices or adapting equipment to aid in the manipulation of objects or one's self
- Vary size, weight, color, and texture of equipment

Rules of adaptations

- Adjust height and size of target or goal
- Add more players to a team to reduce the amount of activity and responsibility of any individual player
- Assign playing positions according to the abilities of the students with disabilities
- Permit the substitution or interchange of duties during participation
- Limit play areas if students' movement capabilities are restricted
- Have well-defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as three-step dribbling using two hands to dribble, carrying the ball while it is on the student's lap in a wheelchair, or using a tee/ramp

Classroom management strategies

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program, and when interventions have been ineffective, the use of the Individualized Education Plan (IEP) process for special education may be required.